

DOCUMENT RESUME

ED 180 990

SP 015 362

TITLE Human Services and Teacher Education. A Statement by
the Commission on Programs and Projects.
INSTITUTION American Association of Colleges for Teacher
Education, Washington, D.C.
PUB DATE Apr 79
NOTE 13p.
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Choice; *Educational Objectives; *Human
Services; *Program Development; Social
Responsibility; *Teacher Education
IDENTIFIERS Alternative Careers

ABSTRACT

A statement is made on the desirability of expanding
teacher education programs to prepare professionals who can work in
other than school positions. It is argued that the field of human
services needs personnel with the kind of training colleges of
education are equipped to provide. (JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

HUMAN SERVICES AND TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Eduard Pomeroy

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

A Statement by the
Commission on
Programs and Projects

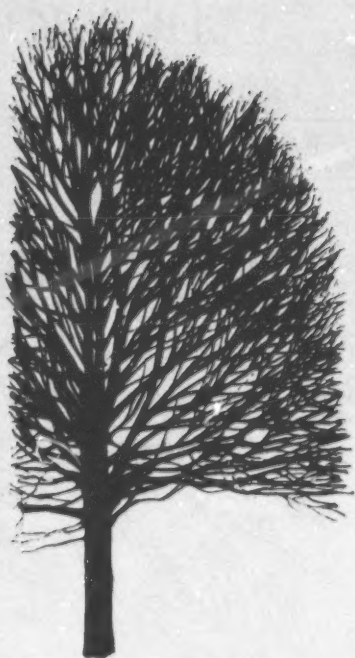


American Association
of Colleges for
Teacher Education

April 1979

ED180990

SP015362



As the branches of a tree spread outward in all directions from a single source, so teacher education should branch outward in service to humanity. Schools, colleges, and departments of education are the source; the specialties of human services are the many branches.

Preface

For years, graduates of schools, colleges, and departments of education (SCDEs) have successfully entered professional positions in both school and non-school settings. SCDEs, by and large, tend to give more attention to their preparation programs for professionals who

Text

Introduction

American society faces constant challenges. The already rapid rate of change of the past several decades continues to accelerate. Family patterns, financial support for education, world political and economic conditions, governmental control, community governance, changing birth rates, minority status and rights, religious life—all these and others are in flux, each in turn affecting other aspects of society.

In the midst of these changes, SCDEs too often continue to educate and train for narrowly defined roles in school settings.

Yet the fundamental changes affecting society are sufficient cause to move SCDEs to a broader vision of their role. The very special skills, knowledge, and attitudes that characterize college of education faculty, students, and graduates can be put to use in a wide range of educational settings in addition to the conventional classroom—settings requiring what we are terming the *human services professionals*. This statement presents the rationale and need for programs of teacher education to assume national leadership in training these human service professionals for what is, despite decades of change and growth, the still-emerging American society.

The Reaffirmation of Teaching

For some in teacher education, constant world change argues for a stable role in universities and colleges. Teacher education programs are sometimes urged to devote their considerable resources to preparing a smaller number of people; conversely, they are urged to prepare as many as want training—allowing supply and demand to determine employment. Many are currently deciding to reduce their involvement in preservice teacher preparation to devote in-

work in school settings than they do to programs for graduates who occupy positions in non-school settings. Likewise, SCDEs appear to be more concerned with following up the success of their graduates who work in school settings as opposed to those who assume professional positions in non-school settings.

SCDEs have neglected to take full advantage of the critical role they have to play in the preparation of educational professionals who can and will work in other - than - school positions. They define teacher education too narrowly.

Recognizing this situation, the American Association of Colleges for Teacher Education (AACTE), through its Commission on Programs and Projects, early in 1978 identified this area as a high priority topic for study. The Commission's decision to address this topic was corroborated by the judgment of a group of some 75 national and state AACTE leaders, meeting in St. Louis during summer 1978. They asserted that an exploration of the topic of human services and teacher education deserved the Association's urgent attention.

As a first step in exploring an *expanded definition of teacher education*, the Commission—through the work of a Task Force—developed this statement. Its primary purpose is to raise the level of awareness among SCDEs about the opportunities available through perceiving teacher education as something more than the preparation of professionals for schools, as important a mission as that is.

As a second step, the Commission proposes to sponsor—in cooperation with the AACTE Advisory Council of State Representatives and several member institutions—a national conference on Human Services and Teacher Education in early fall 1979. Other longer-range activities are in the planning stage.

Meanwhile, the Commission is interested in collecting information from AACTE member institutions about current preparation programs for human service personnel. Send information to the staff at the AACTE headquarters. It will be useful in planning for the national conference and future activities.

creasing resources to inservice education. Any of these strategies—or a combination of them and other relevant directions—will probably assure the survival of some institutions and the demise of others.

We in teacher education should not be satisfied with mere survival issues and strategies. Instead, we should be directing our energies to efforts that induce growth and enhance societal health. The preparation of human services personnel provides such an opportunity. To some, this direction may seem as a disavowal of the teacher education responsibility. *It need not represent a disavowal. Rather, it is a reaffirmation of teaching in its broadest, most humane, and most responsible sense.*

The Choices

SCDEs in 1980 must make choices about their futures. They can choose to remain essentially school-related and continue to prepare teachers, counselors, administrators, curriculum specialists, librarians, media technicians, and other school-related personnel. This direction is an honorable choice, one sanctioned by time and tradition.

On the other hand, they can choose to respond to the changing needs of society by developing personnel for the many educational roles in the human services while at the same time continuing to prepare educators for school and college assignments.

This direction was a strong recommendation to SCDEs in the landmark 1976 AACTE report, *Educating a Profession*:

That colleges of education seek resources to expand their program formats and philosophies to include the preparation of other human service professionals in addition to teachers, administrators, and counselors for public school settings. Also, colleges of education must develop new collaborative relationships with other professions in order to foster new attitudes and skills and reduce the parochialization of excessive specialization. (p. 105)

It is time to face the challenges implicit in this statement, time for SCDEs to acknowledge past achievements and assume present responsibilities, but more important to plan for the future. On nearly every campus, we have the resources and expertise to assume a role which includes the preparation of personnel for human services.

Actually, the preparation of human services personnel is not a new role for SCDEs; they have prepared human service professionals for generations. During the past several decades, many students have gone from teacher education programs directly into human service roles.

However, for decades we have measured our success by the number of graduates who actually went into teaching upon completion of their programs. The rest were thought of as the lost, the people who made less worthy choices. Inevitable professional guilt was expressed about those choosing other careers. Yet many of these graduates assumed roles in human service agencies which are as dedicated to the public good as schools. Unfortunately, our profession never perceived the important role we played in their professional development. Teacher education now must recognize the past it tended to ignore and create a future which broadens an understanding of what teaching means when broadly defined. That future may necessitate further clarification of teacher education and more widespread professional acceptance of that definition.

In his 1978 Hunt Lecture at the AACTE Annual Meeting, Lawrence Cremin defined education as the "deliberate, systematic and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes of that effort." He holds that education actually is a "latitudinarian" enterprise—a wide range and variety of institutions which educate people, as well as schools and colleges. It is this notion and its implications for teacher education with which we are concerned.

Preparation for *expanded roles* is and remains within the teacher education mission. Many SCDEs already offer intensive preparation in

the understanding of the total life span with concentration on developmental stages and a generic study of groups and settings, which enable students to function in a variety of contexts. Foundational courses offer the study of cultures and societies, sociological issues, and psychological development. Indeed, the possibilities inherent in human services education are significant opportunities for foundations departments to develop new applications and approaches to serve emerging clients who will apply appropriate skills, knowledge, and attitudes in a variety of settings. Foundations departments still limited to school-based perspectives will have to develop much broader, more encompassing approaches for their students in order to prepare them adequately for the varied roles they will assume. Human development and social foundations need to cover life-span development in all settings.

For some in SCDEs, what we are advocating has already been going on for a number of years with the conscious participation of a few faculty; for others, it has gone on—but largely by virtue of student choices; for still others, it is new. We argue that for decades some students have attended all manner of SCDEs, acquired knowledge, skills, and attitudes, and applied them in non-school settings with or without faculty interest, awareness, or support. We urge that all SCDEs become aware of this tradition, study their graduates' careers and begin to advise students in careful and conscious ways so as to bring about a closer relationship between student career expectations and training program realities.

The Needs

Most areas of the country contain a range of agencies, institutions, services, and programs utilizing a variety of certified and licensed personnel: social workers, teachers, recreational directors, counselors, allied health personnel, therapists, corrections workers, and community administrators, among others. Those agencies and institutions, however, also use uncertified or unlicensed staff in some dimension of those

roles. These staff members, by virtue of training and experience, contribute significantly through a variety of services. Residences for older people have staff who are understanding of the elderly and serve them in supportive ways involving group education, cultural or recreational activity, and personal counseling. Hospitals have staff members who recruit and coordinate the training of volunteers to serve a wide age span of patients. Leisure-time programs, the courts, community and neighborhood centers, social and welfare agencies, child and family care services, programs for the aged, cultural institutions, and correctional centers are among those using personnel who have a deep understanding of individuals and a range of interpersonal skills. Emerging new dimensions to existing roles in society include counselors, geriatrics professionals, consumer advocates, correction officers, day-care educators, personnel officers, legal rights activists, community organizers, and media producers.

According to many formal and informal surveys done in a number of institutions and regions, there is a need in America for human services personnel. Graduates of SCDEs are regularly finding employment in a wide variety of roles and settings. Surveys done in Wisconsin, New York, Vermont, Maryland, and Ohio indicate an openness on the part of regional, state, and local agencies to accept the kinds of candidates that SCDEs graduate.

Cremin (1978) believes that the cinema, television, industry, churches, day-care centers, and adult education organizations, among others, have substantial educative influence in the culture. While these institutions at times conflict with one another, they often complement schools in which values and attitudes are taught and reinforced by each other.

It is clear that SCDEs, in addition to preparing personnel for school settings, have the opportunity and challenge to prepare new types of professionals who can assume the many roles mentioned above. These human service professionals must be specialists, yet be generalists. As specialists, the professionals must function on the job, training and working with

learners of differing ages, backgrounds, and needs. As generalists, they must gain the necessary competence to perform in a wide range of human service roles and settings such as enablers of others, group leaders, organizers, and advocates.

The Faculty

Faculties in SCDEs will have to resolve the question of whether they wish to train human service educators or human service providers. In the former instance, individuals will be trained by college of education faculty with attention given to the *educating* aspects of human service work, those elements that are part of teaching and learning interchanges. For example, the director of a heart association center might spend a large portion of time teaching and showing, activities requiring *educating* skills and not necessarily "heart association" content. On the other hand, an individual training for work as a corrections officer or drug counselor may require much more content-specific training.

Each of the preceding—and a vast range of possibilities in between them—will result in part from the nature of the faculty and the program mix. Faculty and administrators will have to study carefully the possibilities for their own institutions. In all cases, faculty will need to undergo some training themselves.

SCDEs need to see this role of developing new programs in human services in collaboration with other colleges and departments. Some programs may be done jointly. When most appropriate, some may be conducted totally by other groups. Dialogue and planning with professional organizations, community groups, state departments, and other agencies will also be essential in program development.

These new directions have clear implications for faculty development and growth. Students have, to be sure, adapted their training to environments different than those intended; generally, faculty have not made the transition.

Many students have taken on roles different from the teaching positions for which they pre-

pared. They have shown their own kinds of adaptation and synthesis by meeting these challenges. The fit between teacher education and human services work is not exact. Relating the two has been a subject of concern to students and employers for some time. It will require continued experimentation and development. SCDEs must lead in this resolution. Faculty will play the major roles in bringing about synthesis and an enlarged vision, but they, themselves, must undergo growth.

Faculty must attend workshops, conferences, and seminars; they must become as familiar with human service settings as they are with schools; they must read the literature in the field. Such actions will move the accidental to the intentional; the happenstance to the design. In these ways, faculty can grow into new roles and assume expanded responsibilities.

Conclusions

An appropriate question for the profession to ask is:

What does teacher education need to do to become vibrant and forceful as the country moves toward the 21st century?

We submit the following "ought-to-be" agenda for the teacher education profession:

- Articulation of the broad training that has always characterized foundations programs with increased emphasis on societal understandings, human growth and development, and philosophical studies;
- Acknowledgment of the human services work done by its graduates during the past several decades;
- Acceptance of the responsibility for broadening the impact and application of generic educational training to the human services field;
- Assumption of leadership in national, regional, and local endeavors in human services;
- Declaration of intent to be responsible and accountable in these emerging fields.

These statements of need in no way detract from the ancient and honorable tradition of preparing education personnel for conventional school settings; in fact, they enhance that tradition by broadening its impact to other areas of societal concern and human needs.

Higher education faculty must now begin to assist in enhancing that tradition. The American Association of Colleges for Teacher Education can support the development and assert that this expanded definition of teacher education is not only appropriate, but logical and necessary. It is a direction that will move the profession into the next century.

SCDEs must move from chance planning to design. Through a largely accidental, unplanned, and uncoordinated process, we have graduated students who have worked in a variety of human service roles. In the eighties, we have the opportunity for such roles to be planned and intentional.

To stand still is to move backward. SCDEs have a long, powerful history of concern for social issues, personal visions, and professional involvement. By *consciously moving forward* in the development of human service professionals with all the attendant skills, knowledge, and attitudes, SCDEs can play significant roles in the lives of their students and the further development of American society. We can own our past and look to a future we can create.

References

- Cremin, L. A. *The education of the educating professions* (19th Charles W. Hunt Lecture). Washington, D. C.: AACTE, 1978.
- Howsam, R. B., Corrigan, D. C., Denemark, G. W., and Nash, R. J. *Educating a profession* (Report of the AACTE Bicentennial Commission on Education for the Profession of Teaching). Washington, D. C.: AACTE, 1976.

Members Of The Commission On Programs And Projects

George W. Denemark, Chairman
Dean, College of Education
University of Kentucky
Lexington, Kentucky 40506

Gene E. Hall
Director, CBAM Project
The R & D Center for Teacher Education
University of Texas at Austin
Austin, Texas 78712

Gordon J. Klopff
Provost and Dean of the Faculties
Bank Street College of Education
New York, New York 10025

Betty L. Siegel
Dean, School of Education & Psychology
Western Carolina University
Cullowhee, North Carolina 28723

Edward Simpkins
Dean, College of Education
Wayne State University
Detroit, Michigan 48202

Members Of The Human Services And Teacher Education Task Force

Edward Ducharme
Chairman, Teaching and Learning
University of Vermont
Burlington, Vermont 05401

Gordon J. Klopff

Betty L. Siegel

AACTE Staff

Karl Massanari
Associate Director, and
Director, ERIC Clearinghouse on Teacher Education

Shirley Bonneville
Program Associate

One Dupont Circle, Washington, D. C. 20036